TITLE OF AGENDA ITEM: 13.3 2021-2022 Fiscal Audit

BOARD MEETING DATE: February 28, 2023

BOARD AGENDA ITEM INFORMATION

- The Fiscal Audit for the 2021-2022 school year was completed with Christy White and Associates.
- Our back office provider and Office Manager, Grisela Macias completed the audit on time.
- The main findings of the audit:
  - There were no material weaknesses
  - No significant deficiencies
  - Fiscal compliance
  - There were no audit findings related to the financial statements for the year ended June 30, 2022.
  - There were no audit findings and questioned costs related to state awards for the year ended June 30, 2022.
  - Christy White reported there were no significant difficulties in dealing with management in performing and completing the audit.
  - Corrected: recording of State on-behalf contributions to the CalSTRS retirement plan, reclassification of grant codes, correction to beginning fund balance due to reclassification of prior period deferred revenues from said grants.
  - No disagreements in financial accounting with management found.
  - Received the auditors stamp of approval
  - A full report is available upon request.

Administration Recommendation: Approve X Information

Person submitting item: Dr. Natalie Zayas
January 30, 2023

To the Board of Directors of
Oasis Charter Public School
Salinas, California

We have audited the financial statements of Oasis Charter Public School for the year ended June 30, 2022, and we will issue our report thereon dated January 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and Government Auditing Standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated June 14, 2022. Professional standards also require that we communicate to you the following information related to our audit.

**Significant Audit Matters**

**Qualitative Aspects of Accounting Practices**
Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Oasis Charter Public School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2021-22 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was:

Management’s estimate of the depreciation expense and its impact on accumulated depreciation is based on estimated useful lives of the fixed assets previously purchased. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure on multi-employer defined benefit plan participation in Note 10 to the financial statements. The estimated withdrawal liability is based on prior year data from actuarial studies on the retirement plans and is disclosed for information purposes only. As a nonprofit entity, there is no recorded recording of a net pension liability as other local educational entities (LEAs), such as school districts, would have to record under governmental accounting (GASB).

The disclosure on loan forgiveness in Note 9 to the financial statements. The loan proceeds of $300,000 were received under the Paycheck Protection Program (PPP) established by the Coronavirus Aid, Relief and Economic Security Act (CARES Act). The amount of loan forgiveness is presented as a component.
**Significant Audit Matters (continued)**

**Difficulties Encountered in Performing the Audit**
We encountered no significant difficulties in dealing with management in performing and completing our audit.

**Corrected and Uncorrected Misstatements**
Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. The following material misstatements detected as a result of audit procedures were corrected by management:

Recording of State on-behalf contributions to the CalSTRS retirement plan. Because the entry is a non-cash transaction with no impact on ending net assets, the Organization does not typically record this entry and relies on the audit adjustment.

Reclassification of Expanded Learning Opportunities Program State revenue of $90,191, Educator Effectiveness Block Grant State revenue of $44,204, Kitchen Infrastructure State revenue of $23,512 and Universal Pre-K State revenue of $30,344 as deferred revenue. Because the conditional use of these funding sources did not occur within the fiscal year, the related revenues should not be recognized given the FASB GAAP standards on revenue recognition for conditional contributions.

Reclassification of Expanded Learning Opportunities State revenue of $66,490, Expanded Learning Opportunities (Paraprofessional) State revenue of $14,045 and In-Person Instruction State revenue of $77,233 as revenue. Because the conditional use of these funding sources occurred within the fiscal year, the related revenues should be recognized given the FASB GAAP standards on revenue recognition for conditional contributions.

Correction to beginning fund balance due to reclassification of prior period deferred revenues consisting of Expanded Learning Opportunities State revenue of $77,321 and In-Person Instruction State revenue of $80,570 as revenue.

**Disagreements with Management**
For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor’s report. We are pleased to report that no such disagreements arose during the course of our audit.

**Management Representations**
We have requested certain representations from management that are included in the management representation letter dated January 30, 2023.

**Management Consultations with Other Independent Accountants**
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

**Other Audit Findings or Issues**
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.
**Other Matters**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Oasis Charter Public School and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

[Signature]

Christy White, Inc.
San Diego, California
| Ready for Board Approval | PY |  |  |  | Actu... |  |  |  |  |  |  |  |  |
|--------------------------|----|----|----|----|----------|----|----|----|----|----|----|----|----|----|
|                         | Unaudited | July 1 | 1st Interim | 2nd Interim | Actuals through | Remaining | Projected | Projected |  |
| Enrollment               | 190 | 185 | 162 | 165 |  | 170 | 180 |  |  |
| Estimated ADA            | 152.35 | 172.05 | 150.66 | 153.48 |  | 158.10 | 167.40 |  |  |
| COLA Revenue             | 5.07% | 6.56% | 6.56% | 6.56% |  | 8.13% | 3.54% |  |  |
| CPI Expenses             | 3.96% | 6.11% | 5.75% | 6.00% |  | 3.44% | 2.77% |  |  |
| State Aid Entitlement    | 857,568 | 1,255,153 | 1,185,280 | 1,129,286 |  | 607,066 | 522,220 | 1,312,143 | 1,441,822 |
| Education Protection Account | 630,926 | 497,248 | 405,170 | 412,674 | | 204,858 | 207,815 | 448,053 | 493,481 |
| State Aid Entitlement-PY | -39,278 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| Education Protection Account PY | 6,039 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| In-Lieu Tax Transfers    | 385,792 | 435,620 | 381,513 | 401,224 | | 192,897 | 238,327 | 444,291 | 470,426 |
| In-Lieu Tax Transfers-PY | 33,239 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| Total LCFF Funding       | 1,874,286 | 2,128,021 | 1,971,963 | 1,978,183 | 1,004,821 | 968,362 | 2,204,487 | 2,405,729 |

- **8181331000000000 Other Fed Rev-IDEA**: 29,189, 29,122, 29,190, 29,190, 0, 29,190, 27,976, 29,269
- **8220531000000000 Federal Child Nutrition School**: 77,333, 72,226, 77,330, 77,330, 17,110, 60,220, 79,673, 84,360
- **8290301000000000 Other Fed Rev-Title I**: 44,086, 45,489, 65,912, 65,912, 48,566, 17,346, 67,909, 71,904
- **8290321000000000 Other Fed Rev-ESSER II**: 78,040, 125,065, 103,566, 104,015, 0, 104,015, 0, 0
- **8290321300000000 Other Fed Rev-ESSER III**: 7,848, 275,935, 319,577, 319,577, 0, 319,577, 0, 0
- **8290321400000000 Other Fed Rev-ESSER III**: 57,750, 68,984, 24,106, 24,106, 0, 24,106, 0, 0
- **8290321600000000 Other Fed Rev-ESSER II**: 0, 15,952, 21,269, 21,269, 0, 21,269, 0, 0
- **8290321700000000 Other Fed Rev-LLMF-GEER II**: 0, 4,880, 4,881, 4,881, 0, 4,881, 0, 0
- **8290321800000000 Other Fed Rev-ESSER III**: 0, 10,399, 13,865, 14,865, 0, 13,865, 0, 0
- **8290321900000000 Other Fed Rev-ESSER III**: 0, 23,901, 23,901, 23,901, 0, 23,901, 0, 0
- **8290403500000000 Other Fed Rev-Title II**: 5,859, 5,682, 6,113, 9,369, 2,347, 7,032, 9,663, 10,232
- **8290581000000000 Other Fed Rev-Pandemic EBT**: 614, 0, 0, 0, 0, 0, 0, 0
- **8290563400000000 Other Fed Rev-ARP-HCY II (Homeless)**: 0, 0, 895, 895, 0, 895, 0, 0

*Total Federal Revenues*: 300,719, 671,635, 690,605, 624,820, 68,023, 626,297, 185,222, 195,764
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Total Other State Revenues: 406,564 232,241 474,216 915,500 312,246 603,254 307,943 293,988
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**Total Administrator Salaries**

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**Total Other Certificated Salaries**

**Total Certificated Salaries**

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Total Paraeducator Salaries: 360,993 237,413 320,623 312,408 165,488 146,920 290,167 295,970
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## Employee Benefits

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### Oasis Charter Public School Second Interim Budget 2022/23

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Net Increase/Decrease in Fund Balance: 246,347

Year End Reclassification to FASB: 0

Year End Net Increase/Decrease in Fund Balance: 246,347

Beginning Fund Balance/Net Assets: 1,893,141

Ending Fund Balance/Net Assets: 2,139,487
Oasis Charter School
Board Agenda Supplemental Information
To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 13.5 Comprehensive Safety Plan

BOARD MEETING DATE: February 28, 2023

BOARD AGENDA ITEM INFORMATION

- Every year schools are required to update their Comprehensive Safety Plan
- We are required to submit a signed declaration that we have reviewed, revised, and approved our safety plan.
- The plan is revised and updated
- Upon Board approval, the Executive Director will send the signature page to Monterey County Office of Education

Administration Recommendation: Approve _____ X _____ Information_______

Person submitting item: Dr. Natalie Zayas, Executive Director
Comprehensive School Safety Plan

Article 5. School Safety Plans [32280 - 32289.5]

Updated 2/20/2023
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Dress Code 27

Campus Visitors Policy 28

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Hate Crime Procedures & Policy 33
Child Abuse Reporting Procedures

Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a police or sheriff’s department or the county welfare office. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to one of the above agencies. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child’s parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to the appropriate agency.

All employees who are mandated reporters, as defined in the California Penal Code, are required to participate in approved mandated reporter training provided by the School within six weeks of the employee’s hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of the School after completion.

Updated 2/20/2023
Disaster Procedures

Earthquake Drill Procedure

**SIGNAL:** “Earthquake”- through walkie-talkie

**IF YOU ARE INSIDE SCHOOL BUILDING:**

1. Teacher or supervising adult will give the command “DROP”.
2. Students drop, cover their heads and hold on until shaking stops.
3. Students are to take shelter under desks, tables, door frames, etc.
4. Stay away from windows, shelves, light fixtures, and other items that may fall.
5. When instructed by walkie-talkie, start the classroom evacuation procedure after determining that the evacuation route is safe.
6. Doors are to be left open and unlocked.

**Evacuation Procedure:**

7. Students exit the building and **WALK** in orderly lines.
   - Take your emergency backpack and class list with you.
8. Students evacuate the building by designated routes to the dirt area by the Kelp Bed.
   - Students line up in SILENT lines facing the school.
9. In the assembly area, teachers take roll and account for each student.
   - Hold up a GREEN card if all students are accounted for.
   - Hold up a RED card if someone is missing or injured.
10. Students in classrooms other than their homeroom are to exit and remain with that class until given permission to rejoin and line up with their homeroom class.
11. Students remain in orderly and silent lines until all clear signals are given (“All clear” on bullhorn).

**PROCEDURE DURING RECESS:**

- Recess Supervisors give the command “DROP”.
- Students drop to the pavement, cover their heads until shaking stops.
- Students will not enter the building.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open away from potential falling objects (e.g. trees, power lines) until the shaking stops.
- After shaking stops, start recess evacuation procedure after determining that the evacuation route is safe.
- The Head Recess Supervisor will sweep the main building for students.

Updated 2/20/2023
Recess Evacuation Procedure:

- Recess supervisors instruct students to line up at the Open Sea.
- Students exit the playground and WALK in orderly lines to the dirt area by the Kelp Bed.
- Classroom teachers grab their emergency backpacks, if possible, from their classrooms and find their students outside in the designated area.
- Teachers follow the emergency procedures written above.

Sweepers after Earthquake stops:

- The Executive Director will sweep the upper grade building for students and say, “Upper Building All Clear” through walkie-talkie when cleared.
- The Instructional Coordinator will sweep the main building for students and say, “LSD All Clear” through walkie-talkie when cleared.
- Office staff will sweep the admin building for students and say, “Admin Building All Clear” through walkie-talkie when cleared.

Communication plan in case of a real emergency:

➤ The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
➤ The Admin Assistant will send out a notification and “all-call” via ParentSquare.
➤ The Admin Assistant will notify the Life After School Manager.
➤ The Life After School Manager will notify after-school staff.

Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

Updated 2/20/2023
Fire Drill Procedure

**SIGNAL:** Fire alarm and “Evacuate” through the walkie-talkie.

**PROCEDURE DURING CLASS TIME:**

1. Students exit the classroom and **WALK** in orderly lines.
   - Take your emergency backpack and class list with you.
2. Students evacuate the building by designated routes to the dirt area by the Kelp Bed.
   - Students line up in SILENT lines facing the school.
3. In the assembly area, the teacher takes roll and accounts for each child.
   - Hold up a GREEN card if all students are accounted for.
   - Hold up a RED card if someone is missing or injured.
4. Students in classrooms other than their own are to exit and remain with that class until given permission to rejoin and line up with their homeroom class.
5. Students remain in orderly and silent lines until all clear signals are given “All clear”.
6. Classroom doors must remain open.

**PROCEDURE DURING RECESS:**

- Recess supervisors instruct students to line up at the Open Sea.
- Students exit the playground and **WALK** in orderly lines to the dirt area by the Kelp Bed.
- Classroom teachers grab their emergency backpacks, if possible, from their classrooms and find their students outside in the designated area.
- Teachers follow the previous emergency procedures written above.

**PROCEDURE DURING LUNCH:**

- Lunch supervisors instruct students to line up by their tables.
- Students exit the Leopard Shark Den and **WALK** in orderly lines to the dirt area by the Kelp Bed.
- Classroom teachers grab their emergency backpacks, if possible, from their classrooms and find their students outside in the designated area.
- Teachers follow the previous emergency procedures written above.

7. The Executive Director will sweep the upper grade building for students and say, “Upper Building All Clear” through walkie-talkie when cleared.
8. Instructional Coordinator will sweep the main building for students and say, “LSD All Clear” through walkie-talkie when cleared.

Updated 2/20/2023
9. Office staff will sweep the admin building for students and say, “Admin Building All Clear” through walkie-talkie when cleared.

Sweepers:

- The Executive Director will sweep the upper grade building for students and say, “Upper Building All Clear” through walkie-talkie when cleared.
- Instructional Coordinator will sweep the main building for students and say, “LSD All Clear” through walkie-talkie when cleared.
- Office staff will sweep the admin building for students and say, “Admin Building All Clear” through walkie-talkie when cleared.

Communication plan in case of a real emergency:

- The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- The Admin Assistant will send out a notification and “all-call” via ParentSquare.
- The Admin Assistant will notify the Life After School Manager.
- The Life After School Coordinator will notify after-school staff.

Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

Updated 2/20/2023
Flood Plan

PROCEDURE BEFORE SCHOOL HOURS:

- If there is a flood warning issued via the weather report, Oasis will monitor weather for safety and will notify parents and staff via Parent Square.

PROCEDURE DURING SCHOOL HOURS:

- Staff will immediately NOTIFY ADMINISTRATION OF ruptured pipes, other sources of sudden flooding.
- Office staff will place sandbags in door seams to prevent water from entering the building.
- Students will EVACUATE classrooms and assemble in the Leopard Shark Den. Do not run. Take Emergencies Backpack.
- If Leopard Shark Den is flooded, students will be led to safety on classroom tables or the safest highest location out of water until first responders arrive.
- Teachers will TAKE ROLL to account students.
- Teachers will report missing or injured individuals by using “walkie-talkie” to report to office staff.
- Teachers will instruct students not to play or come into contact with standing water or flowing water
- Teachers will remain with students until they are instructed by authorities to release them to families.
  - Students will be picked up by families at the curb of Westridge if Boronda access is restricted

Sweepers:

- The Executive Director will sweep the upper grade building for students and say, “Upper Building All Clear” through walkie-talkie when cleared.
- The Instructional COordinator will sweep the main building for students and say, “LSD All Clear” through walkie-talkie when cleared.
- Office staff will sweep the admin building for students and say, “Admin Building All Clear” through walkie-talkie when cleared.

Communication plan in case of a real emergency:

- The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- The Admin Assistant will send out a notification and “all-call” via ParentSquare.

Updated 2/20/2023
The Admin Assistant will notify the Life After School Manager.
The Life After School Coordinator will notify after-school staff.

**Chain of Command in case of absence:**
- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

Updated 2/20/2023
Lockdown Intruder Drill Procedure

**SIGNAL:** “Lockdown, Intruder” spoken through walkie-talkie.

**PROCEDURE DURING CLASS TIME:**

1. Teachers use a calm voice and inform students that we are in a lockdown.
2. Teachers quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
3. Lock the door to your classroom.
4. Lower and close any blinds and turn the lights off and cover door windows if possible.
5. Move everyone to an area of the room that is not visible from the door and away from windows. Place students so any potential intruders cannot see them if looking in the door. Students should be spread out around the room (NOT in a group all together).
6. Barricade the door with furniture and look for a safe corner (away from a window).
7. Students and staff should remain very quiet and still.
8. If fire alarms go off after the lockdown has been announced, do NOT evacuate rooms unless you are instructed to do so on the walkie-talkie.
9. Teachers should NEVER open doors during a lockdown.
10. If an intruder enters a classroom, students and teachers are to run and/or fight.
11. If directed to evacuate, law enforcement officers will have keys to open the door.
12. Wait silently until you hear “All Clear” over the walkie-talkie, then teachers will continue class.
13. There is no need to go outside unless law enforcement requests.
14. Staff in the upper grade building are to lock the exit door.
15. Sped Teacher in LSD to lock the back exit door.

**Communication plan in case of a real emergency:**

> The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
> The Admin Assistant will send out a notification and “all-call” via ParentSquare.
> The Admin Assistant will notify the Life After School Manager.
> The Life After School Manager will notify after-school staff.

**Chain of Command in case of absence:**

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff

Updated 2/20/2023
Shelter In Place/Medical Emergency Drill Procedure

**SIGNAL:** “Shelter in Place” spoken through walkie-talkie.

**PROCEDURE DURING CLASS TIME:**
1. Teachers use a calm voice and inform students that we are in a non-emergency lockdown.
2. Teachers quickly glance outside the room to direct any students or staff members in the hall into their room immediately.
3. Lock the door to your classroom.
4. Lower and close any blinds and cover door windows. Lights will be left ON so class may continue.
5. Teachers take roll and account for each student.
6. The office will call to check that all students are accounted for.
7. If fire alarms go off after the lockdown has been announced, do NOT evacuate rooms unless you are instructed to do so on the walkie-talkie. Teachers should NEVER open doors during a lockdown.
8. Class is to continue as usual, but all staff and students are to remain inside the classroom. Restroom privileges are okay at this time with aide supervision as long as it is safe.
9. When you hear “All Clear” over the walkie-talkie, then the non-emergency lock-down has been lifted.

**PROCEDURE IF NOT IN CLASSROOM:**
1. Sweepers will direct students in the LSD or bathrooms back to their classrooms.
2. If students and teachers are outside at recess or PE, students will be escorted back to their classrooms.

**PROCEDURE DURING LUNCH:**

1. Students will continue lunch as normal.

**Sweepers:**
- Upper grade staff will sweep the upper grade building for students and say, “Upper Building All Clear” through walkie-talkie when cleared.
- The upper grade staff will lock the upper grade building access door.
- The Executive Director and/or Instructional Coordinator will sweep the main building for students and say, “LSD All Clear” through walkie-talkie when cleared.
- Sped Teacher will lock the LSD side door.
- Office staff will sweep the admin building for students and say, “Admin Building All Clear” through walkie-talkie when cleared.

Updated 2/20/2023
Communication plan in case of a real emergency:

- The Office Manager will be Incident Commander and be the main source of communication and contact law enforcement.
- The Admin Assistant will send out a notification and "all-call" via ParentSquare.
- The Admin Assistant will notify the Life After School Manager.
- The Life After School Manager will notify after-school staff.
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Chain of Command in case of absence:

- For Incident Commander: Office Manager, Executive Director, Instructional Coordinator
- For Life After School: Coordinator, Support Staff
Suspension & Expulsion Procedures

Adoption Administrative Regulation: 5/31/2022

Section V  Students
Article IV  Guidance Plan

The purpose of the school’s Guidance Plan is to ensure a safe learning environment for all staff and students. Students are expected to be respectful of all adults, other students, the school and its standards of positive conduct in their educational setting. In return for student’s positive conduct it is expected that all staff will in turn respect and be responsible for providing guidance to students to ensure their success in school.

When a student is not conforming to the standards of good conduct it becomes necessary for staff to intervene and provide the appropriate guidance to assist the student in conducting themselves in a more positive way.

When a student behaves in a way that is defiant, is blatantly disrespectful toward others, disorderly, continuously misbehaves or becomes violent, actions by staff may result in suspension and potentially expulsion. Corporal punishment shall not be used in any way as a disciplinary measure for correcting student conduct.

A student identified as an individual with disabilities or suspected disability pursuant to the Disabilities Education Improvement Act (IDEIA) of 2004 or who is qualified for services under the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension or expulsion is afforded the same due process procedures applicable to general education students except when federal and state laws under California Education Code (EC 47605 (j) (i) (ii) (I) (II) (iii) )

Grounds for Suspension and Expulsion
A student may be suspended or expelled for prohibited misconduct as stated in Education Code 48900 inclusive of 48900.2, 48900.3 or 48900.4, if the act is related to a school activity or school attendance occurring at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to or coming from a school sponsored activity.

Updated 2/20/2023
Grounds for Suspension:
The following offenses are representative and not inclusive of all offenses listed in the
Education Code (EC 48900, 48902, 48900.3, 48900.4, 48910)

a. Caused, attempted to cause or threatened to cause physical injury to another person
b. Willfully used force of violence upon another person, except in self-defense
c. Possessed or otherwise furnished a firearm, knife, explosive or other dangerous
   object, unless, in the case of possession of an object of this type, the pupil had
   obtained written permission to possess the item from a certificated school employee
   which is concurred in by the principal or designee
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance or
   material and represented same as controlled substance, alcoholic beverage or
   intoxicant of any kind, and then sold, delivered or otherwise furnished to any person
   another liquid substance or material and represented same as controlled substance,
   alcoholic beverage or intoxicant Health and Safety Code Sections 11053-11058.
e. Committed or attempted to commit robbery or extortion
f. Caused or attempted to cause damage to school property or private property
g. Stole or attempted to steal school or private property
h. Possessed or used tobacco or products containing tobacco or nicotine products,
   including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,
   smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the
   use of his or her own prescription products by a pupil.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug
   paraphernalia, as defined in Health and Safety Code 11014.5
k. Disrupted school activities or otherwise willfully defied the valid authority of
   supervisors, teachers administrators, other school officials, or other school
   personnel engaged in the performance of their duties

Beginning July 1, 2018 except as provided in Education Code 48910, a pupil
enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be
suspended for any of the acts enumerated in k shall not constitute grounds for a
pupil enrolled in K-6 to be recommended for expulsion.

Students are accountable for their acts under Penal Code Sections 261, 266c, 286, 288,
288a or 289 or sexual assaults or sexual battery as defined in Penal Code Section 243.4.

Students are also accountable for their acts in aiding or abetting under Penal Code Section
31
Students are accountable for their acts of sexual harassment under Education Code 212.5 and Education Code Section 233 subdivision (e)

**Suspension from School Procedures**

**Notice to Parents/Guardians**
1. At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by phone or in person. The parent/guardian will receive information regarding the reason for the recommended suspension. Whenever possible a conference can be held prior to the student being sent home.

2. In the event a conference cannot be convened the student may be sent home or to a location designated by the parent/guardian. If there is no place for the student to be sent without adult supervision the student will be placed on in-house suspension for that day and will be expected to complete any work that can be assigned by their teacher.

**Conference**
1. Suspension shall be preceded if possible, by a conference conducted by the Executive Director, Principal or designee, the student, the students’ parent/guardian, the teacher, or an employee of the school who referred the student.

2. The conference shall be held within two school days, unless the parent/guardian waives this right and/or the student is physically unable to attend. No penalties may be imposed on a student for failure of the student’s or parent/guardian inability to attend.

3. The conference shall inform the student and parent/guardian of the reason for the recommended disciplinary action and the evidence supporting the recommendation and to allow the student their opportunity to hear their version of the circumstance.

**In-School Suspension**
1. A student who may have to serve an in-school suspension will be provided an alternative working space to complete any assignments.

2. Assignments can be obtained by the student from the teacher(s) and can be accessed by the student from the Principal or designee of the morning of the in-school suspension. The student will be expected to have all work completed by the end of the day or by a prescribed due date as assigned by the teacher(s).

**Out of School Suspension**
1. Upon receiving the suspension the student will be provided work assignments while on suspension prior to their leaving the school.

Updated 2/20/2023
2. The student is expected to complete all assignments and homework and return such assignments and homework to their respective teacher(s) upon the return to school.

**Length of Suspension**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. In the event there is an expulsion recommendation being made by the Executive Director or designee, the student and students' parent/guardian and/or representative will be requested to attend a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

**Extension of Suspension**
Education Code section 48911(g) pending an expulsion may be granted only if it is determined that the student's presence at the school would cause a danger to persons or property or a threat of disrupting the instructional process.

**Expulsion Procedures**

**Authority to Expel**
The authority to expel a student from school is the sole responsibility of the UCEN Board.

**Options for reviewing an expulsion case by the UCEN Board**

1. A student may be expelled either by the UCEN Board following a hearing before the UCEN Board

2. UCEN Board may expel a student if a recommendation comes from an Administrative Panel assigned by the Board to the Executive Director, Principal. The Executive Director, Principal will request three certificated staff members exclusive of the teacher(s) who have the student in class or a current UCEN Board member.

3. The Administrative Panel will conduct a meeting to discuss the evidence of the expulsion to determine if the merits of the case call for an expellable offense and make a recommendation to the UCEN Board

4. The UCEN Board shall take the recommendation of the Administrative Panel and establish a hearing date within ten (10) calendar days before the date of the hearing.

5. The hearing of the UCEN Board may take place in closed session complying with the Brown Act and rules under Family Educational Rights and Privacy Act (FERPA) **Consult with legal counsel**

Updated 2/20/2023
Written Notice of Hearing

1. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) days after it has been determined that the student has committed an expellable offense Education Code 48918

2. A written notice shall be sent via certified mail to the student and their parent/guardian to the addressed reflected in the student’s student file within ten (10) calendar days prior to the scheduled hearing date.

3. The notice shall include the following:
   a. The date and place of the hearing
   b. Statement of the specific facts, charges and offenses upon the proposed expulsion is based
   c. A copy of the schools’ disciplinary rules that relate to the alleged violation
   d. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment
   e. The opportunity for the student or student’s parent/guardian to appear in person or to employ and be represented by counsel or non-attorney advisor.
   f. The right to inspect and obtain copies of all documents to be used at the hearing
   g. The opportunity to confront and question all witnesses who testify at the hearing
   h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses

The Executive Director or designee shall maintain documents that may be used at the hearing. These documents are available for review by the student or their parent/guardian. The documents should be but not limited to;
   a. Record of the student’s attendance and grades
   b. A record of previous infractions
   c. A statement of facts surrounding the case
   d. A statement of facts surround the case made by witnesses
   e. A law enforcement agency’s report
   f. Any other relevant documents pertinent to the case

Presentation of Evidence

Updated 2/20/2023
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. Hearsay evidence is admissible, however, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the UCEN Board or Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If the charge involves committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall the their right to have their testimony heard by the Administrative Panel.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the UCEN Board who will make a final determination regarding the expulsion. The final decision by the UCEN Board shall be made within ten (10) days following the conclusion of the hearing. The decision of the UCEN Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to school.

**Written Notices to Expel**

The Executive Director, Principal or designee following a decision by the Board to expel shall send a written notice of the decision to expel, including the Board’s adopted findings of fact, to the parent/guardian.

The notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Oasis Charter Public School.

The Executive Director or designee shall send a copy of the written notice of the decision to Monterey County Office of Education and UCEN Board. This notice shall include:

a. Student’s name
b. The specific expellable offense committed by the student

The Executive Director or designee shall retain records of all student suspensions and expulsions and shall not be accessed except by those who are authorized to have access to such records.

**Right to Appeal**

Updated 2/20/2023
The student, parent/guardian shall not have the right to appeal the UCEN Board’s decision. The UCEN Board’s decision shall be final.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to;
   a. Receive five (5) days notice of their scheduled testimony
   b. Have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel
   c. Elect to have the hearing closed while testifying

2. The school must also provide the victim a room separate from the hearing room for the complaining witnesses use prior to and during breaks and testimony

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross examination during which they may leave the hearing room

4. The person conducting the expulsion hearing may also arrange the seating with the hearing room to facilitate a less intimidating environment for the complaining witness

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be told that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand

7. If one or both of the support persons is also a witness, the school must present evidence that the witness presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay present unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. The person presiding officer may at their discretion remove a person from the hearing who they believe is prompting, swaying or influencing the witness.

8. The testimony of the support person shall be resented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony

Updated 2/20/2023
9. If charges involve sexual assault or battery, the complaining witness shall have the right to have their testimony heard in closed session with the panel if testifying at hearing will result in serious psychological harm to the complaining witness there are not alternative procedures to avoid threatened harm.

10. Evidence of specific instances of a complaining witness prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence.

In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion of evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Hearsay evidence is admissible, however, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk or physical or psychological harm.

If the charge involves committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall have the right to have their testimony heard by the Panel.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the UCEN Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the UCEN Board shall be final.

Updated 2/20/2023
No Right to Appeal
The parent/guardian or student shall have no rights to appeal after the final decision is made by the UCEN Board.

Expelled Student/Alternative Education
Students who are expelled shall be responsible for seeking alternative education programs including but not limited to;

An expelled student may seek programs within the county or their school district of residence.

Oasis Charter Public School shall work cooperatively with the parent/guardian as requested by parent/guardian or by the school district of residence to assist with locating alternative education placements.

Rehabilitation Plan
Students who are expelled from the school shall be given a Rehabilitation Plan upon expulsion, developed by the UCEN Board or designee at the time of the expulsion order, which may include, but not limited to;

A periodic review and assessment of the rehabilitation plan to assess consideration for re-entering back to the school

The Rehabilitation Plan should include a date not later than one year from the date of expulsion when the student may reapply to the school.

Readmission
The decision to readmit a student form another district or charter school shall be at the sole discretion of the UCEN Board following a meeting with the Executive Director or designee and the student and parent/guardian or representative to assess the completion of the Rehabilitation Plan and determine whether the student poses a threat to other or will be disruptive to the school environment.

The Executive Director or designee shall make a recommendation to the UCEN Board following the meeting as to their determination.

The student’s readmission is contingent upon the school’s capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and/or Expulsion of Students with Disabilities

Updated 2/20/2023
Notification of SELPA

The school shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the school or SELPA would be deemed to have knowledge that that the student had a disability.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall;
1. receive services to enable the student to continue to participate in general education curriculum, although in another setting
2. progress toward meeting the goals set forth in the student's IEP
3. receive, as appropriate a functional behavioral assessment or functional analysis
4. behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestations Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct to include cumulative suspensions with one year adding up to ten (10) days, the school, the parent/guardian and relevant member of the IEP Team shall review all relevant information in the students file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents to determine;
   a. IF the conduct in question was caused by, or had a direct and substantial relationship to the student’s disability or
   b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP.

If the school, the parent/guardian and relevant members of the IEP Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student’s disability.

If the school, the parent/guardian and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student’s disability, the IEP Team shall;
   a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for the student, provided that the
school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

b. If the school, the parent and relevant members of the IEP Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

c. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the American with Disabilities Act (ADA) of 1990, Individuals with Disabilities Education Act (IDEA), or who is qualified for services under section 504 of the Rehabilitation Act of 1973 is subject to the same grounds of suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures.
Non-Discrimination

Philosophy, Goals, Objectives, and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunities for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, linguistic or economic background, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. 3540 - Transportation)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5145.13 - Response to Immigration Enforcement)

Updated 2/20/2023
Nondiscrimination in District Programs and Activities – Board Policy

The Executive Director or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. They shall take prompt, reasonable actions to remove any identified barrier. The Executive Director or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Executive Director or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district’s policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district’s website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. 1113 - District and School Websites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children’s right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Executive Director or designee. (Education Code 234.7) The district’s nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school’s students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

Updated 2/20/2023
District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)

The Executive Director or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Executive Director or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. They shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Dr. Natalie Zayas
Executive Director
1135 Westridge Parkway
Salinas, CA 93907
(831) 424-9003

Dress Code

Oasis is not a uniform school. We do however, expect students to arrive in clothing that is

Updated 2/20/2023
appropriate and safe for school. **Oasis staff are the final judge** as to the appropriateness of clothing.

**The following are the rules regarding dress at Oasis:**

1. Students should wear shoes with rubber soles. Tied or Velcro shoes **without** wheels are appropriate. Shoes must have a closed heel and toe (i.e. No sandals). If shoes are not appropriate for school, children will not be permitted to participate in all activities. (i.e. Physical Education and walking trips).

2. Clothing must cover midriff, shoulders, chest and back.

3. Hats and hoods are appropriate to be worn **outside only**.

4. Clothing should be free of inappropriate messages (i.e. beer logos, rude sayings, references to drugs or obscenities, adult or sexually explicit content, or anything that implies a negative message about school or any group of people).

5. Shorts and skirts should be right above the knee level. We strongly encourage girls to wear leggings or shorts under skirts so they can comfortably participate in all school activities.

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**Campus Visitors Policy**

**Policy Adopted: 3/29/2022**

Updated 2/20/2023
Section: III  Business
Article: V  Campus Visitors

The UCEN Board and Oasis Charter Public School recognize that campus safety is a priority for the welfare of all employees and students. Parents and guardians, as well as community members are encouraged to participate in the educational programs and extracurricular activities of the school.

Visitors
All individuals whether parents or guardians, volunteers, members of the community, guests and law enforcement (non-emergency purposes) or any other person must register at the main office before entering any building or grounds when school is open for business and must sign out upon leaving the campus. All individuals are expected to maintain a safe and secure environment by conducting themselves in an orderly manner. All visitors will be treated with respect and are asked to do the same for all employees and students while on campus. All visitors/guests or any member of the community must wear an identification badge while on campus at all times.

Effective 2021-2022 school year the school instituted an electronic visitor management system. The system will increase school security by taking an identification picture as well as a timestamp of whenever a visitors/guests enters the campus. In the event the management system is not functioning, the main office of registration shall require a photo identification (driver’s license or other identification that will provide full name, and date of birth) and manually record the information on the registration form.

The Executive Director or designee may refuse an individual’s request to enter the campus if the individual refuses to comply with the policy of registering at the main office before entering on to the campus. Individuals may be requested to leave the campus in the event that the individual becomes disruptive to the school operations, staff, students or disrupts or interferes with the instructional program. All individuals are not permitted to use either electronic listening, or recording devices without prior written permission by the Executive Director or designee.

Emergency Access
Law enforcement officers, firefighters or other uniformed first responders may be permitted to bypass registering at the main office when responding to emergency calls.

Immigration Enforcement Officer
Immigration-enforcement officers who have business to conduct shall be required to come to the main office and register as any other member of the community or agency. The officer will be required to show any documents, court orders, judicial warrant or other reasons to be present on campus. The officer will be then directed to consult with the

Updated 2/20/2023
Executive Director or designee prior to taking any action as required by law. After consultation with the Executive Director or designee the appropriate steps shall be taken in accordance with Administrative Regulation, Section V, Article VI.

COVID-19 and Contagious Disease Outbreaks
In the event that the local health department declares a community outbreak of a contagious disease such as the COVID-19 pandemic, school administrators will be required to comply with protocols called for by the local health department, state and or federal agency guidelines. If the local health department, state or federal guidelines provide for discretion, the school administrators may limit the access of visitors to the school campus and grounds. In such cases, access to the school may include the following safety protocols;

a. Provide all functions of the campus or facility through a virtual or curbside option
b. Limit visits to essential functions only
c. Require visitors to complete a self-check form prior to entering the building
d. Refuse access to any visitor with a fever greater than 100.4 and any other symptoms as defined by the local health department, state or federal agencies.

e. Show proof of vaccinations or negative COVID test within last 48 hours
f. Masks, 6ft distancing and other protocols to protect all persons may be required while on campus.

In the event that a visitor refuses to comply with local health orders or school protocols the Executive Director or designee have the authority to remove or deny the individual’s access to the building.

Due to the unpredictable nature of COVID and/or any other type of pandemic, the UCEN Board authorizes the administration to implement this section of the policy “COVID-19 and Contagious Disease Outbreaks” and any other protocols required by local health department, state or federal agencies, when such an outbreak occurs to ensure the safety of all staff and students.

To ensure safety and security signs will be posted in strategic locations as reminders for all visitors to come to the main office and register.

School Learning Environment

Updated 2/20/2023
Know Your Educational Rights Notice
Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students’ parents or guardians.
In California:
- All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools. All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment
When enrolling a child, schools must accept a variety of documents from the student’s parent or guardian to demonstrate proof of the child’s age or residency.

You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information
Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student “directory information.” If they do, then each year, your child’s school district must provide parents/guardians with written notice of the school’s directory information policy, and let you know of your option to refuse release of your child’s information in the directory.

Family Safety Plans if You Are Detained or Deported
You have the option to provide your child’s school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

Updated 2/20/2023
You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Rules & Procedures on School Discipline

Every child has the right to learn and Oasis wishes for everyone to enjoy learning. If a child

Updated 2/20/2023
chooses to disrupt the learning of others, he/she will be held accountable for their actions. All members of the Oasis community are to be respected at ALL TIMES. This includes all children, teachers, staff, and family members. No form of emotional or physical hurt is tolerated and appropriate measures will be taken depending on the severity of the situation.

OASIS SCHOOL RULES:
1. Keep your hands and feet to yourself.
2. Speak to others with respect.
3. Treat school property and the property of others with respect.
4. Clean up after yourself.
5. Follow directions.

Hate Crime Procedures & Policy

Responding to Hate Crimes and Bullying Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

Updated 2/20/2023
Oasis Charter shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student’s actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student’s primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

- Oasis Charter shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the “Know Your Rights” immigration enforcement established by the Attorney General

- Oasis Charter shall inform students who are victims of hate crimes of their right to report such crimes.

**Processing Complaints of Harassment and Bullying**

- Oasis Charter shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:
  - disability
  - gender
  - gender identity
  - gender expression
  - Nationality
  - race or ethnicity
  - religion
  - sexual orientation
  - association with a person or group with one or more of the aforementioned characteristics
  - immigration status

- The complaint process must include, but is not limited to, the following steps:
  - A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
  - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and

- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.

- Oasis Charter shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.

Updated 2/20/2023
Oasis Charter Public School
A small school for kids with BIG ideas.

1135 Westridge Parkway Salinas, CA 93907
(831) 424-9003 F: (831) 424-9005
www.oasischarterschool.org

✓ Oasis Charter shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

- Oasis Charter shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
- Oasis Charter shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
  ✓ Discuss the varying immigration experiences among members of the student body and school community
  ✓ Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
  ✓ Identify the signs of bullying or harassing behavior;
  ✓ Take immediate corrective action when bullying is observed; and
  ✓ Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Updated 2/20/2023
TITL OF AGENDA ITEM: 13.6 Flooring

BOARD MEETING DATE: February 28, 2023

BOARD AGENDA ITEM INFORMATION

- Former staff had flooring placed over carpet.
- This flooring is pulling up leading to trip hazards.
- We replaced the three rooms that were in poor repair in December.
- The quote attached is for replacing flooring in the three remaining rooms that have either, (1) flooring over carpet that is old and worn and (2) flooring that was placed over carpet and is pulling up.
- The same flooring company that successfully bid on the last project provided this quote.
- We agreed to use the same company as they were professional, met deadlines, and completed the job professionally.
- Quote is for $21,949.46
- Funding from ESSR II funds: $52,347 (must be spent by 9/30/2023)
- Balance: $30,397.54

Administration Recommendation: Approve____X____ Information_____  

Person submitting item: Dr. Natalie Zayas
Infinity Floors and Molding Inc.
220 North Main St
Salinas, CA 93901
(831) 204-9080
orders@infinityfloorsandmoldingsinc.com

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**Estimate**

**ADDRESS**
Oasis Charter Public School
1135 Westridge Parkway
Salinas, CA 93907

**SHIP TO**
Oasis Charter Public School
1135 Westridge Parkway
Salinas, CA 93907

**ESTIMATE # 3703**
**DATE 02/09/2023**

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SUBTOTAL: 21,008.21
TAX: 941.25
TOTAL: $21,949.46

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Infinity Floors and Molding Inc. is not responsible for any product defects from the manufacturer or liable for any delay in the delivery. We are not responsible for the installation by a third party. All hardwood floors & transition moldings will have variation in terms of color. All special orders are final, 25% restocking fee on all other orders.
Oasis Charter School
Board Agenda Supplemental Information
To be submitted to the Executive Director

TITLE OF AGENDA ITEM: 13.8 Heating Units

BOARD MEETING DATE: February 28, 2023

BOARD AGENDA ITEM INFORMATION

- Heat has not been working in the main part of the school building.
- We have a contract as per our lease agreement with Comfort Control.
- Rick came and met with Dr. Zayas and the landlord.
- He shared two estimates given to Oasis over the past two years for heating units.
- No one took this to the board.
- Costs have risen now.
- We need (2) 7.5 ft$^3$/cuft units.
- Rick called on 2/24/23 to inform Dr. Zayas that 2 units are available.
- Dr. Zayas called the landlord and left a message.
- The landlord will get back to Dr. Zayas on Monday.
- The cost for the two units is $31,250.00
- This does not include permitting or installation.
- The units are highly needed in many buildings and hard to find.
- Time is of the essence.
- Comfort Control is willing to store them for Oasis until permitting is complete.
- If the landlord covers this cost or we do a lease-hold agreement or if we need to purchase these units, Dr. Zayas asks that the board approve this amount.
- Budget: General fund

Recommendation is that the Board approve a lease-hold agreement or purchase if that is not possible so the Executive Director can proceed.

Administration Recommendation: Approve_____X_____Information_______

Person submitting item: Dr. Natalie Zayas, Executive Director